



Norfolk Public Schools Joint Presentation



November 20, 2012

Academic Performance Update

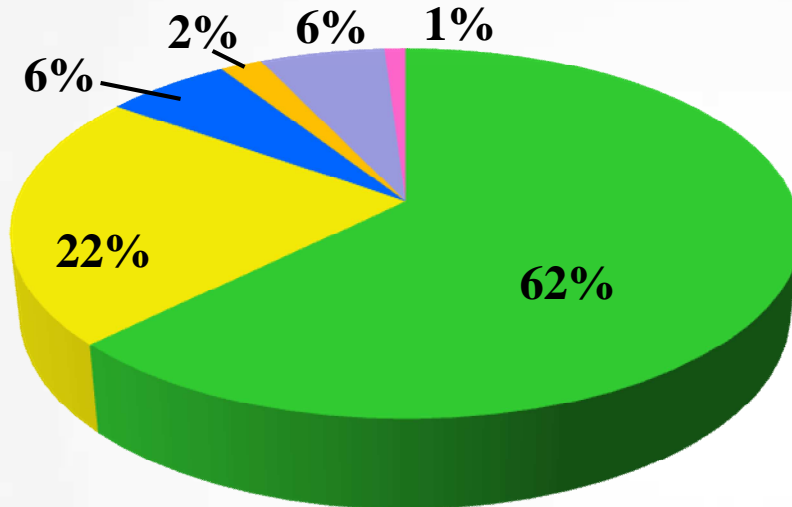
Dr. Samuel T. King
Superintendent

Demographics

District

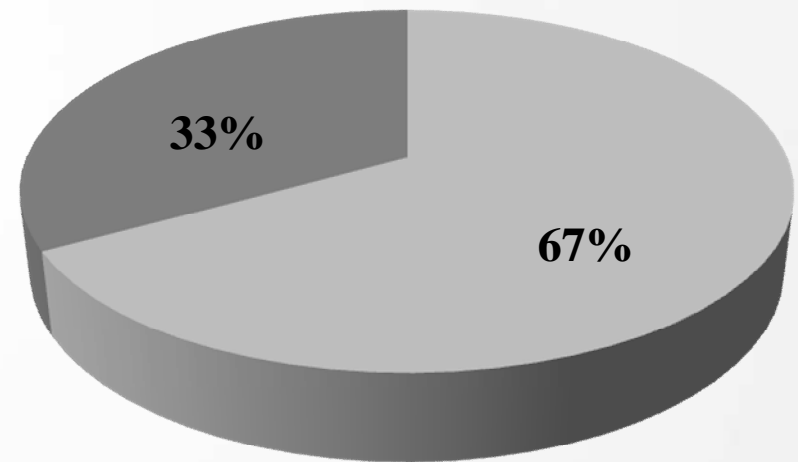
Ethnicity and Economically Disadvantaged/Non-Disadvantaged

Ethnicity/Race



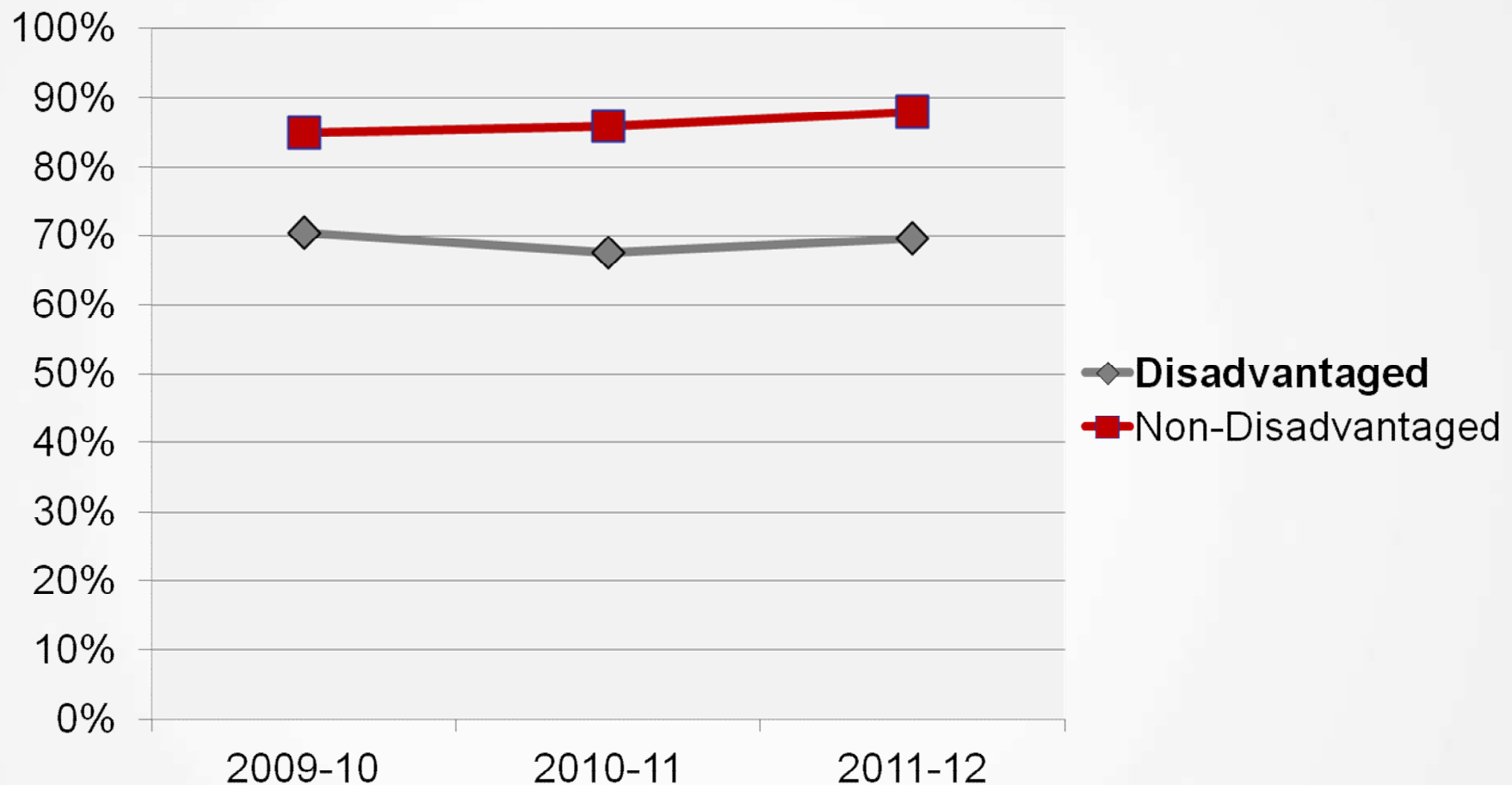
■ Black ■ White ■ Hispanic
■ Asian ■ Multi-R ■ Other

Economically Disadvantaged



■ Disadvantaged
■ Non-Disadvantaged

SOL 2010-2012 – English: Reading Middle Schools (*Economically Disadvantaged – Non-Disadvantaged*)



Positive Points

- Lafayette-Winona Middle School made significant progress
 - Exceeded state benchmarks in all core content areas except math
- Lindenwood Elementary made significant progress
 - Met state benchmarks in all core content areas except math
- All high schools improved on state's graduation index

Continued Challenges

- 14 schools lack full accreditation
- Virginia Department of Education changing SOL tests this year in English (reading and writing) and science

Accreditation Summary

Elementary Schools

Fully Accredited:

26 of 33

Accred. w/Warning:

Campostella

Jacox

James Monroe

P.B. Young, Sr.

Richard Bowling

Tidewater Park

Provisional Accred.:

Lindenwood

Middle Schools

Fully Accredited:

Blair

Northside

Accred. w/Warning:

Azalea Gardens

Lake Taylor

Norview

Accreditation Denied:

Lafayette-Winona

Ruffner

High Schools

Fully Accredited:

Lake Taylor

Maury

Norview

Provisional Accred.:

Granby

Accred. w/Warning:

Booker T.

School Board and Division Priorities for 2012-13

1. Ensure full accreditation
2. Increase academic achievement of all students
3. Improve climate, safety & attendance
4. Become a School Board of Distinction
5. Promote Norfolk Public Schools to reflect outstanding accomplishments of staff, teachers and students
6. Develop and coordinate a capital improvement plan for facilities and technology to enhance teaching and learning
7. Attract, retain, and help to develop strong academic families and highly qualified teachers and staff

NPS Five-Year Strategic Planning



Community Beliefs

- We believe that every person is worthy of respect.
- We believe that everyone has the capacity to learn.
- We believe that family is a critical factor in the development of the individual.
- We believe that every student deserves a high-quality education.



Community Beliefs

- We believe that effective public schools require strong leadership and teamwork.
- We believe that diversity is a strength.
- We believe that effective educators and staff are valued as the foundation for successful schools.
- We believe that successful public schools are the foremost opportunity for economic development and community well-being.



Community Beliefs

- We believe that fostering positive and meaningful relationships is essential to helping students reach their highest potential.
- We believe that public education is an investment and a shared responsibility of schools, families, and the community.
- We believe that schools, students and families can expect, and have responsibility for, creating and maintaining a safe, secure and respectful learning environment.

NPS Mission

The mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:

- Courageous advocacy for all students;
- Family and community investment;
- Data-driven personalized learning;
- Strong and effective leadership teams;
- Shared responsibility for Teaching and Learning;
- Access to rigorous and rewarding college and career readiness opportunities.

Parameters – Our Guidelines or Self-Imposed Rules

- We will honor the worth and integrity of each person.
- We will not allow internal or external factors to adversely affect our pursuit of excellence.
- We will demand the best of everyone.
- We will respect community input.
- We will make our decisions with careful regard for research and evidence-based best practice.

Objectives – Statements of Measurement

- All students pass local, state and national assessments at levels which meet and are continuously progressing toward exceeding established standards.
- All students identify their dreams, and have no limits in the pursuit of their fullest potential.
- All of our students graduate and succeed in their endeavors in higher education, the workforce, and/or the community.
- All of our students are responsible citizens, serve the community, and demonstrate the highest ethical standards.

Strategies

- *We will promote NPS as the cornerstone of our community's well-being.*
 - *Big ideas: Technology, Facilities, Competition, Alumni, Early Learning/Literacy
 - *We will empower and facilitate meaningful family and community partnerships.*
 - *Big ideas: Family Dynamics, Poverty, Wrap-Around Services, Crisis Interventions, Support Systems, Neighborhood Hubs, Community/Family/Parent Engagement, Volunteer Pathways
- *Big ideas will be pursued by Action Teams

Strategies

- ***We will relentlessly pursue engaged learning through high-quality instruction.***

**Big ideas:* Highly Qualified AND Highly Effective Staff, Professional Learning, Closing the GAP, Resources – Human Capital, Funding, Grants; Accountability, College and Career Readiness, Human Resources

- ***We will host environments in which all individuals feel safe and secure.***

**Big ideas:* Cultural Proficiency, Safety, Climate, Relationships, External Influences, Eco-Friendly Buildings, Alternative Programs, Facilities

Strategies

- *We will nurture a culture of excellence, equity and justice through continuous improvement.*
 - **Big ideas:* Cultural Proficiency, Closing the GAP, Increasing Resources, Program Evaluation, Early Learning/Literacy, Zoning, School Choice/Open Enrollment, Accountability, Disproportionate Populations, Technology, College and Career Readiness

Common Formative & Benchmark Assessments Update

Dr. Linda Sevigny, NBCT

Deputy Superintendent of Teaching and Learning

Common Formative Assessments (CFA) Process

- Created by teachers at every school and grade to determine how students are progressing through a particular unit of study, toward mastery
- Most teachers use an electronic platform to create and administer the CFAs
- The key to CFA success is two-fold:
 - Ensuring the test is high quality and aligned to the current quarter's curriculum
 - Utilizing the results in a timely manner to re-teach the standards of concern and then re-assess student mastery

Our CFA Challenge

- Lack of systematic approach to CFA creation, administration or utilization of test results - process varies from classroom to classroom, grade level to grade level, school to school
- The variance hampers our ability to analyze CFA results from building to building
- Thus, we have begun the process of district-wide CFA creation for two reasons:
 1. Will allow us to provide teachers with high-quality professional learning on test creation and construct validity
 - This will IMPROVE the quality of our CFAs
 2. Will begin to allow for systematically aligning the CFA process between classrooms and buildings
 - This will yield meaningful test results for the district to analyze

CFA Transformation

CFAs Today

- 200+ CFAs created electronically
- Results cannot be generalized beyond individual classrooms
- School and central office administrators working with teachers to analyze results and plan appropriate re-teaching interventions

CFAs Tomorrow

- Teacher volunteers working with us on CFA creation
- Beginning with Math and English
- Next CFAs in these subject areas will be “common” tests of highest quality to assess student progress

Benchmark Assessments

Overview

- Created by the central office to determine how students are progressing through the district pacing guide or a particular quarter of study – given three times per year
- After analyzing the assessment results, the Teaching & Learning Office implements instructional directions to enhance quality and rigor of previous quarter of study
- Also assist to predict student success on the future SOLs

Benchmark Process

- Benchmarks are used to monitor student progress toward mastery of the standard(s)
- Administered online via School Net - an electronic platform to assist with test administration, test analysis, and curricular resources
- The key to Benchmark success is two-fold:
 - Ensuring the test is of high quality and aligned to the current quarter's curriculum while representative of the quality and rigor of the SOLs
 - Utilizing the results in a timely manner to re-teach the standards of concern and then re-assess student mastery

Benchmarks Today and Tomorrow

- As present, we are working with our partners to enhance and enrich the construct validity of the NPS Benchmarking Process by:
 - Providing our curriculum staff members with a deeper understanding of their respective content areas
 - Embracing the breadth and depth/rigor associated with each SOL
 - Ensuring a more meaningful understanding of assessment construction
 - And, re-tooling the alignment process of the Teaching and Learning Triangle
 - Curriculum
 - Instruction
 - Assessment

Achieve3000 Update

Dr. L'Tanya Simmons

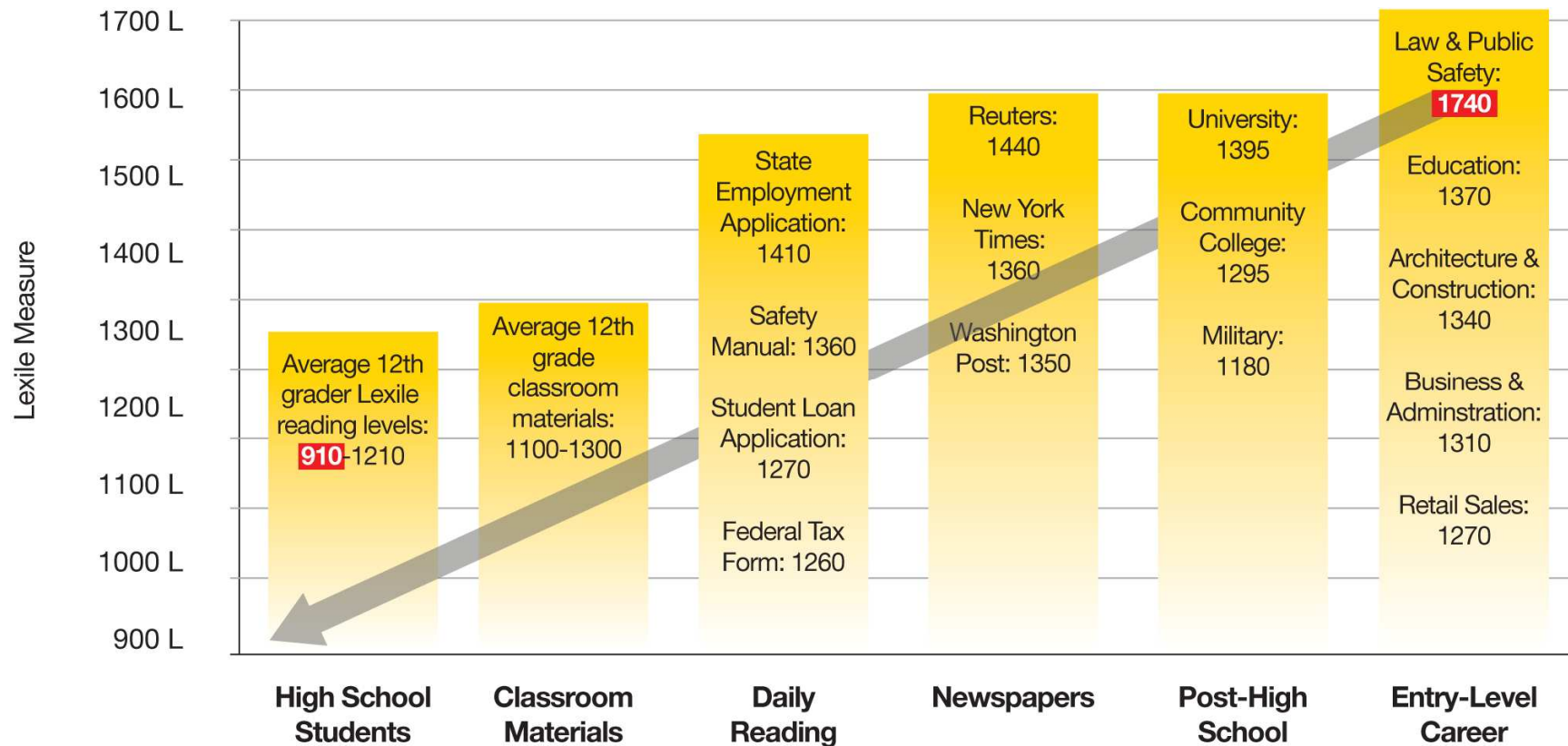
Deputy Superintendent, Operations and School Leadership
Development

The Norfolk Public Schools and Achieve3000 Partnership

**27/7 Examination of Student Achievement
Aligned to VSOL**



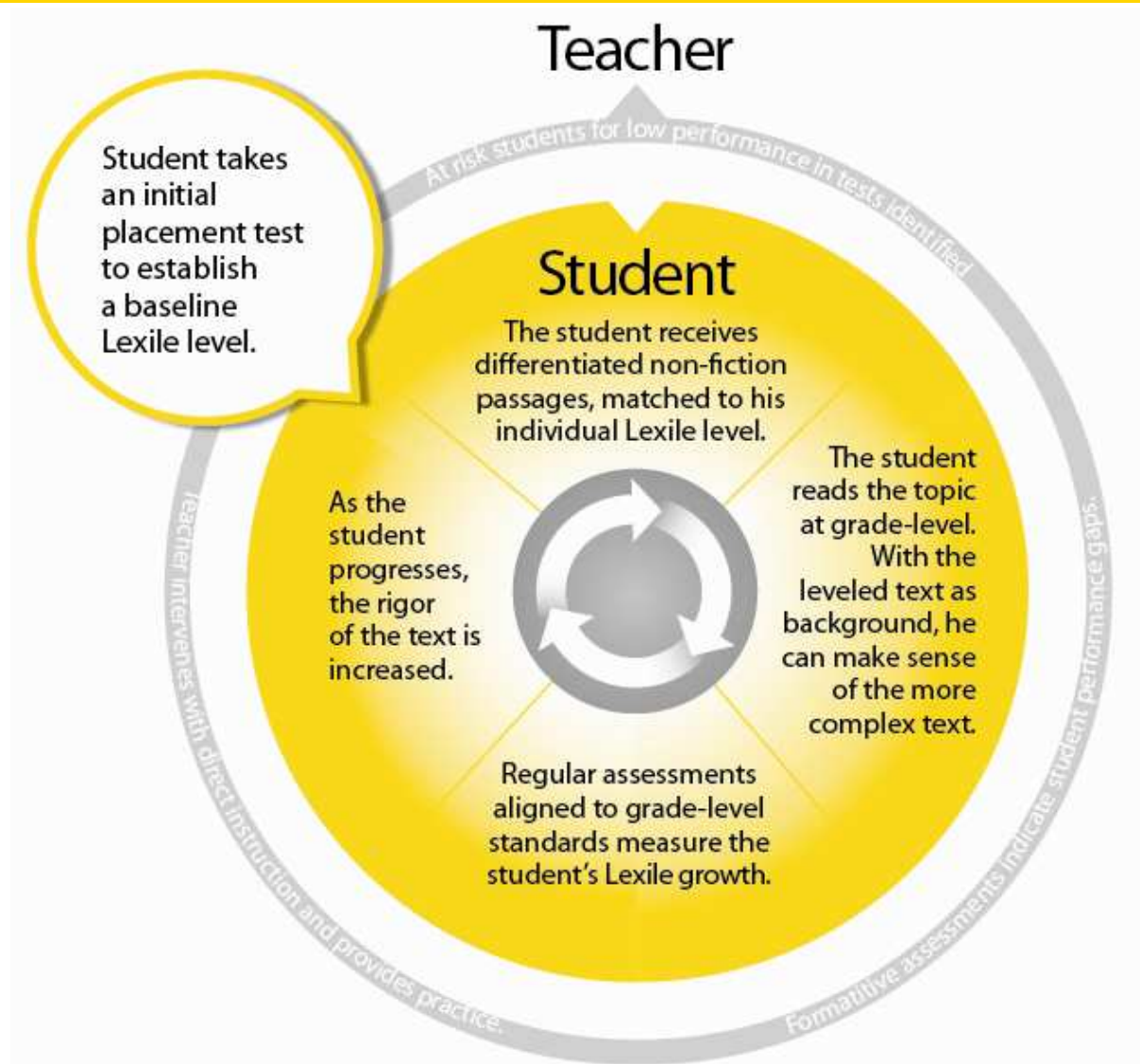
A Growing Gap



Our Goal: College and Career Readiness

All students, regardless of level, must be workforce-ready — at a 1300 Lexile Level — by the time they graduate high school.

Grade Band	Previous Lexile Ranges	New Lexile Ranges
2–3	450L–725L	450L–790L
4–5	645L–845L	770L–980L
6–8	860L–1010L	955L–1155L
9–10	960L–1115L	1080L–1305L
11–12	1070L–1220L	1215L–1355L

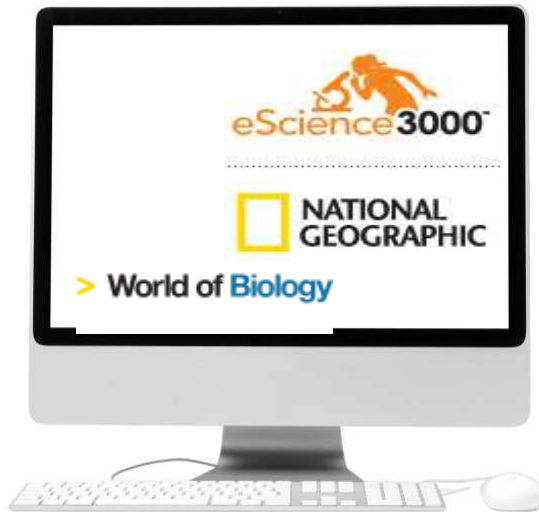


Norfolk Achieve3000 Implementation



- School wide
- 22,550 students
- Grades 3-12 and 2nd Grade in Priority Schools
- 33 Elementary
- 8 Middle Schools
- 5 High Schools

Leader in Differentiated Instruction




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Should These Players Be Paid?

Some colleges make a lot of money from their sports programs. Many people think that college athletes should be paid. Others disagree. What do you think? Do you agree or disagree with this statement?

College athletes should be paid.

- ☐ Agree
- ☒ Disagree

[Submit](#)


Photo credit: AP

These college athletes are celebrating after winning a college sports tournament. People disagree about whether or not college athletes should earn a salary.

[Go to Bonus Page](#)

More For You

Here are some new articles selected just for you!



Here's My City: A Walking Tour

A boy named Ralph wanted to see a big city but couldn't go to one. So he asked his friend to show him her city, in photos.



Books for Everyone

A new service will make one million books available to people who are blind or have difficulty reading.

A Talk with Hank Aaron



Top Score for January 10

Walker Middle School
J.H., Grade 7
41 Points

[Scoreboard](#)


Win a two-way radio!

Score more points than all other students nationwide and win a two-way radio.

[More](#)

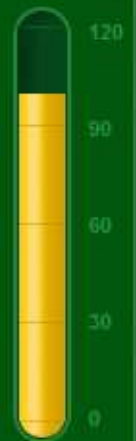
Jack



Today's Points: 251

Lifetime Points: 20,230

Multiple-Choice Activities
(≥65%): 100


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☐ Agree

☒ Disagree

[Go To Email](#)


Photo credit: AP

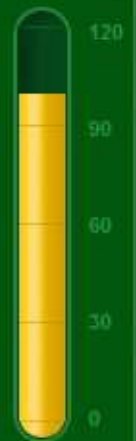
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MAILBOX




-  Inbox
-  Drafts
-  Sent Emails
-  Trash

Manage Folders

E-mail

Write E-mail

E-mail Groups

 **From:** TeenBiz3000
 **Subject:** Should These Players Be Paid?
 **Received:** January 24, 2012 12:00 AM



Hi,

The poll asked you to think about this sentence: College athletes should be paid.

Write back and explain why you disagreed. After responding, read today's article "[Should These Players Be Paid?](#)"

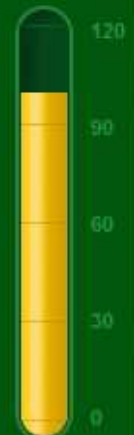
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Next Reply Forward

Jack

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Details

SPORTS EXTRA

Should These Players Be Paid?



ARTICLE

ACTIVITY

POLL

THOUGHT
QUESTION

POLL
RESULTS

MATH

STRETCH
ARTICLE

STRETCH
ACTIVITY

 PRINT

 MAP
 PUZZLE

WASHINGTON, D.C. (Achieve3000, November 1, 2011). Some colleges make millions of dollars on sports programs. But their athletes don't get paid. Why not? College athletes are amateurs. Rules say they cannot be paid.



Now, a report is out. It calls for colleges to pay athletes. Why? Many college athletes get scholarships. Scholarships pay for school, housing, and three meals a day. But scholarships don't cover other costs. Like what? Clothes, trips home, and extra food. The report says colleges should pay athletes to cover these extra costs. What if athletes don't use the money? They would get it when they finish school.



Colleges say they will study the problem. They may make scholarships larger. But they say athletes should not be paid. Why not? College athletes are amateurs. Also, few colleges make millions on sports programs. Some colleges even lose money.



Photo credit: AP

These college athletes are celebrating after winning a college sports tournament. People disagree about whether or not college athletes should earn a salary.

Jack



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Activities
(≥65%): 100


Details

professional sports programs do, the average Football Bowl Subdivision player would be worth \$121,000 per year, and the average basketball player at that level would be worth \$265,000. In reality, though, college athletes earn no remuneration for the contributions they make to their teams. What they do get are athletic scholarships that cover part of the cost of attending school, although according to the report, this leaves many of these college athletes living below the poverty line.

READING CONNECTIONS

- + SUMMARIZE
- + GENERATE QUESTIONS
- SETTING THE PURPOSE

Do you think college athletes should receive a salary? Write your ideas here. You can use these notes later, when you answer the thought question.

I think athletes should be paid.
They work hard.

Huma and Staurowsky assert that the players should receive a portion of the revenues from ticket sales and TV contracts. This money would not be handed to players in the form of paychecks, but would be put in an "educational lockbox" instead. Players could tap those funds to help cover educational costs, or they could receive the money upon graduating with no strings attached. Huma and Staurowsky also propose that athletes be

SPORTS EXTRA

Should These Players Be Paid?



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ACTIVITY

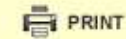
POLL

THOUGHT
QUESTION

POLL
RESULTS

MATH

STRETCH
ARTICLE

STRETCH
ACTIVITY


PRINT

Now that you have read the articles, indicate whether you agree or disagree with this statement.

College athletes should be paid.

- ☒ Agree
- ☐ Disagree

SUBMIT

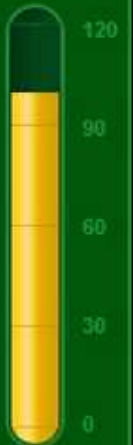
THOUGHT QUESTION >

Jack



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SPORTS EXTRA

Should These Players Be Paid?



ARTICLE

ACTIVITY

POLL

THOUGHT
QUESTIONPOLL
RESULTS

MATH

STRETCH
ARTICLESTRETCH
ACTIVITY

PRINT

Should college athletes be paid? Provide reasons from the article for your answer. Use facts to support your reasons.

INCLUDE IN YOUR ANSWER

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of their college educations. At the very least, college players should not graduate with debt. That seems very unfair. The report recommends that players could get money set aside to use to cover their costs for education and for participating in sports. I think this is a good idea because if college players were paid directly, they might not be as motivated to do well in their regular classes.

For these two reasons, college players should be paid.

CHECK YOUR WORK

CHECK SPELLING

SUBMIT

FINISH LATER

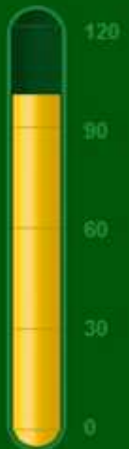
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Multiple-Choice
Activities
(65%): 100



Details

- Communicate information in writing and speaking
- Use reasons and evidence *from the text* to support opinions

SPORTS EXTRA

Should These Players Be Paid?



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ARTICLE

STRETCH
ACTIVITY


OPINION STATEMENT: College athletes should be paid.

Before Reading

After Reading

HOW YOU VOTED



- ☐ Agree
☒ Disagree

- ☒ Agree
☐ Disagree

You changed your opinion after reading the article.

Click [here](#) to see the responses you wrote before and after reading.

NATIONAL RESULTS

Agree  87%
Disagree  13%

Agree  78%
Disagree  22%

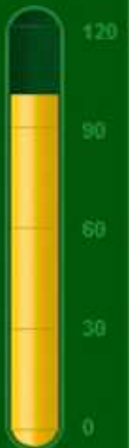
26% changed their opinions after reading the article.

Jack



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Multiple-Choice
Activities
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[Details](#)

SPORTS EXTRA

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ARTICLESTRETCH
ACTIVITY PRINTHIGHLIGHT ON **HIGHLIGHT OFF** 
MAP PUZZLE

WASHINGTON, D.C. (Achieve3000, November 1, 2011). Picture it: a college near you is having an

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co
operation of colleges that oversees athletic
programs, makes a sizeable amount of money from
the successful season and the coach receives a
generous salary. Who doesn't profit from the season?
The talented athletes who made it all possible. Now,
an athlete [advocacy group](#) is saying that's just not fair.



The group, called the College Players Association, argued for better player [compensation](#) in a report called "The Price of Poverty in Big Time College Sport." The report, written by former UCLA football player Ramogi Huma and Drexel University professor Ellen J. Staurowsky, says that if college sports programs shared their incomes with players the way professional sports programs do, the average Football Bowl Subdivision player would be worth \$121,000 per year. The average basketball player at that level would be worth \$265,000. But college athletes earn no salaries for the contributions they make to their teams. What they do get are athletic [scholarships](#) that cover part of the

Photo credit: AP

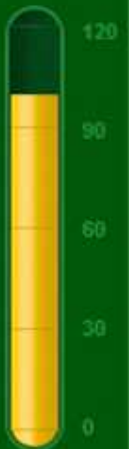
These college athletes are celebrating after winning the final game in a college sports tournament. People disagree about whether or not college athletes should earn a salary for their efforts.

Jack



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Multiple-Choice
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Details

Read complex, grade-level texts
independently, without scaffolds

SPORTS EXTRA

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HIGHLIGHT ON HIGHLIGHT OFF

 MAP
 PUZZLE

WASHINGTON, D.C. (Achieve3000, November 1, 2011). Picture it: a college near you is having an amazing basketball season, and the stands are packed with fans at every game. When the team makes the finals, the games are broadcast on television. The National College Athletic Association (NCAA), a cooperation of colleges that oversees athletic programs, makes a sizeable amount of money from the successful season and the coach receives a generous salary. Who doesn't profit from the season? The talented athletes who made it all possible. Now, an athlete advocacy group is saying that's just not fair.



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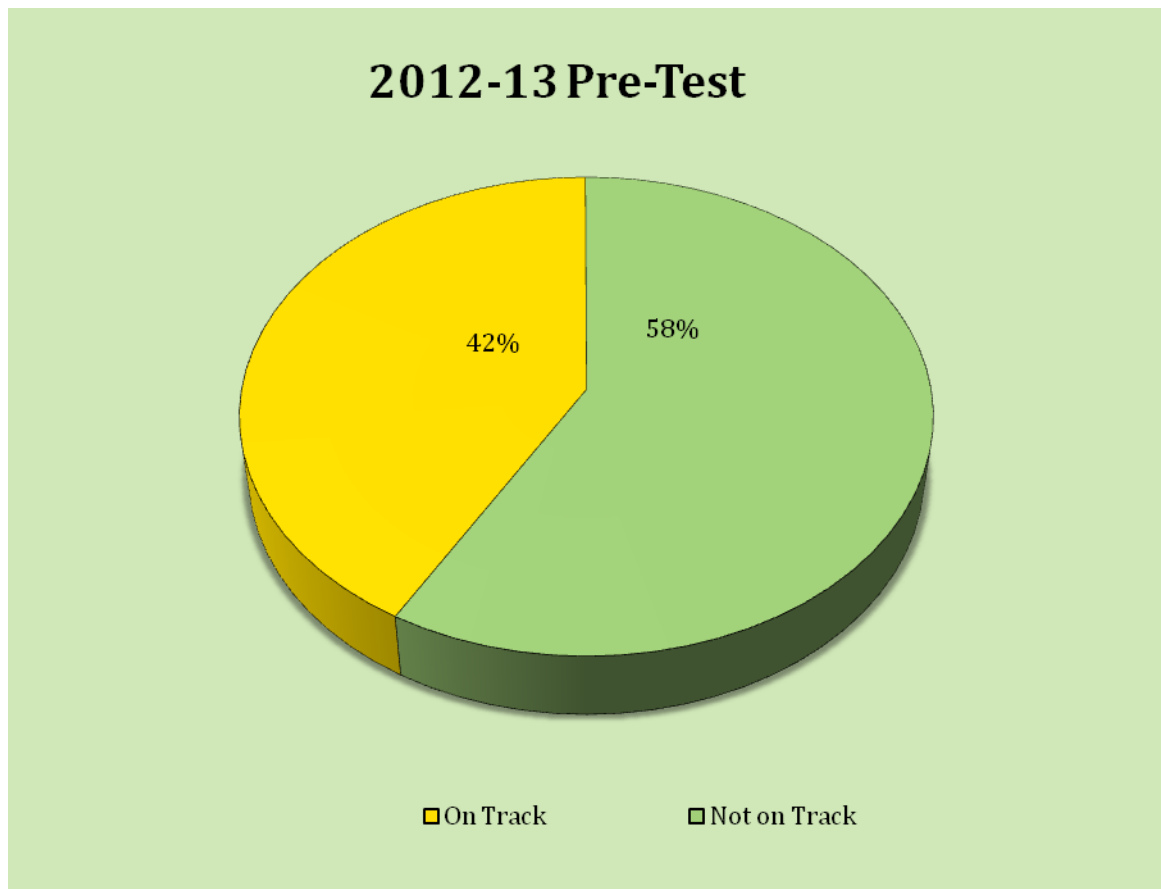
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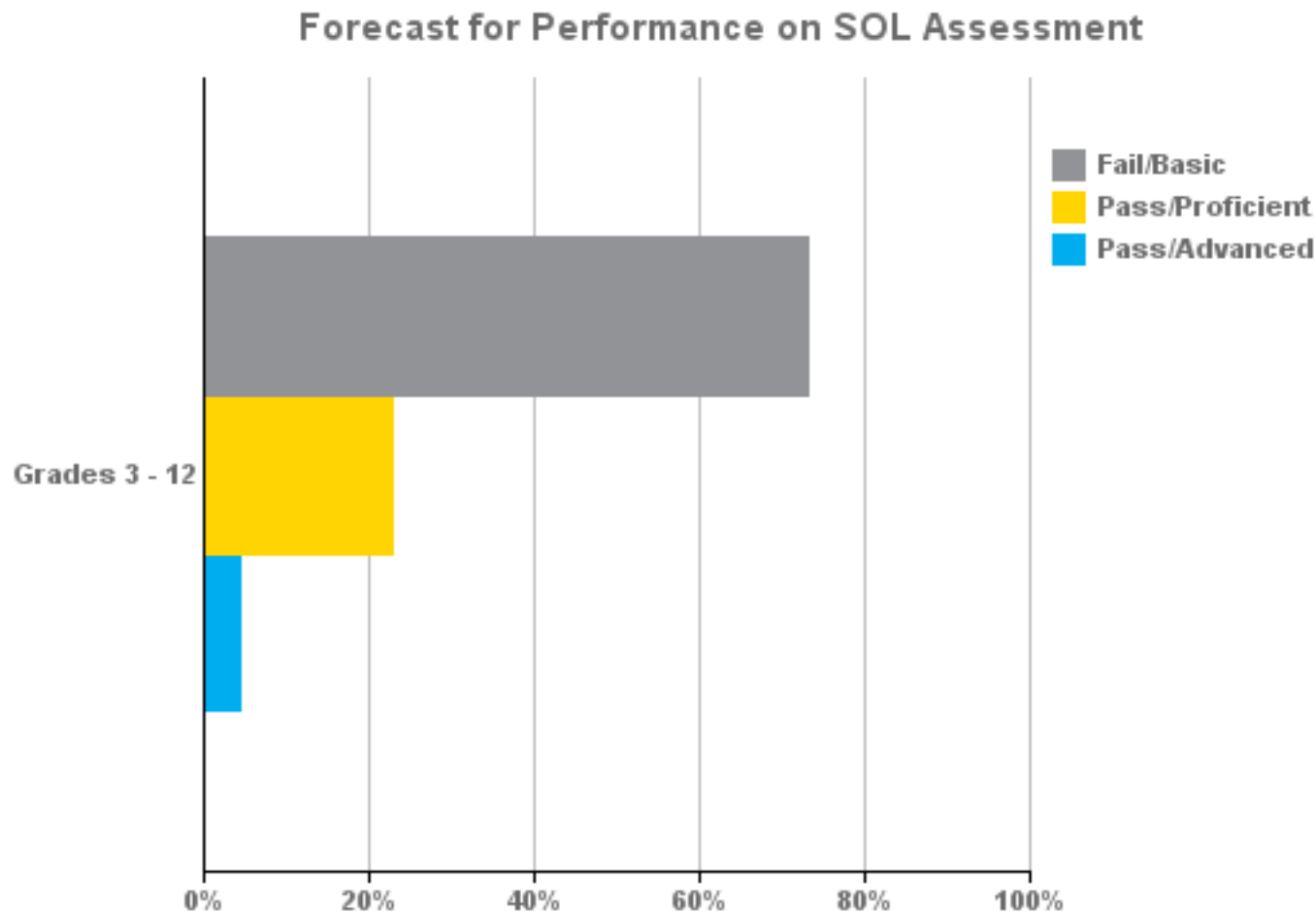
Multiple-Choice
Activities
(≥65%): 100


Details

Progress Toward College and Career Readiness



Forecast for Performance on SOL Assessment





Budget Planning Update

Ms. Rhonda Ingram
Acting Chief Financial Officer

District Program Evaluation

- Background: District program evaluations have been conducted by an external, professional program evaluator with NPS staff support
 - Did not include budget, funding or cost information
- This year: Program evaluations to include cost analysis for budget planning

Recommendations for District Program Evaluations

- Elementary Reading
- Elementary Math
- Middle School Quality Education Program (*MSQEP*)

Carry-Forward Funding Update

Virginia Superintendent's Memo #144-12

June 1, 2012

- State Direct Aid to Public Education Funds Permitted to be Carried Forward from Fiscal Year 2012 to Fiscal Year 2013
Chapter 2 – 2012 Acts of Assembly (appropriation act)
 - “Any locality ... may carry over into fiscal year 2013 any remaining state Direct Aid to Public Education fund balances available to help minimize any fiscal year 2013 revenue adjustments that may occur ...”
 - “Any funds provided to school divisions for **textbook** costs that are unexpended as of June 30, 2011 and June 30, 2012, shall be carried on the books of the locality to be appropriated to the school division the following year to be used for same purpose.”

Fiscal 2012 Carry-Forward Funding

Revenues in Excess of Appropriations	\$2,035,973
Unexpended Appropriations	<u>4,320,617</u>
Total 2012 Potential Carryforward	6,356,590
Less: April 1 st Board Approved Carry Forward	<u>(3,000,000)</u>
New Available Carry Forward	<u>\$3,356,590</u>

Summary

Available Carry Forward	<u>\$3,356,590</u>
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Identified Needs:

Staffing	\$1,189,701
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Other	<u>\$2,166,889</u>
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	<u>\$3,356,590</u>
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Capital Improvements to Enhance Teaching and Learning

Dr. L'Tanya Simmons

Deputy Superintendent, Operations and School Leadership Development



Outline for Discussion

- Background on Construction Priorities
- Research Data on K-8 Model
- Timelines going forward

Background on Construction Priority List

- **August 2007** – MGT Facilities Study recommends **5** K-8 schools
- **September 2008** – Citizen Advisory Committee (MGT Report) endorses recommendation for **5** K-8 schools
- **May 2011** – SB sets construction priorities
 - 1) Broad Creek
 - 2) Ocean View
 - 3) Campostella
 - 4) Larchmont
 - 5) Tidewater Park

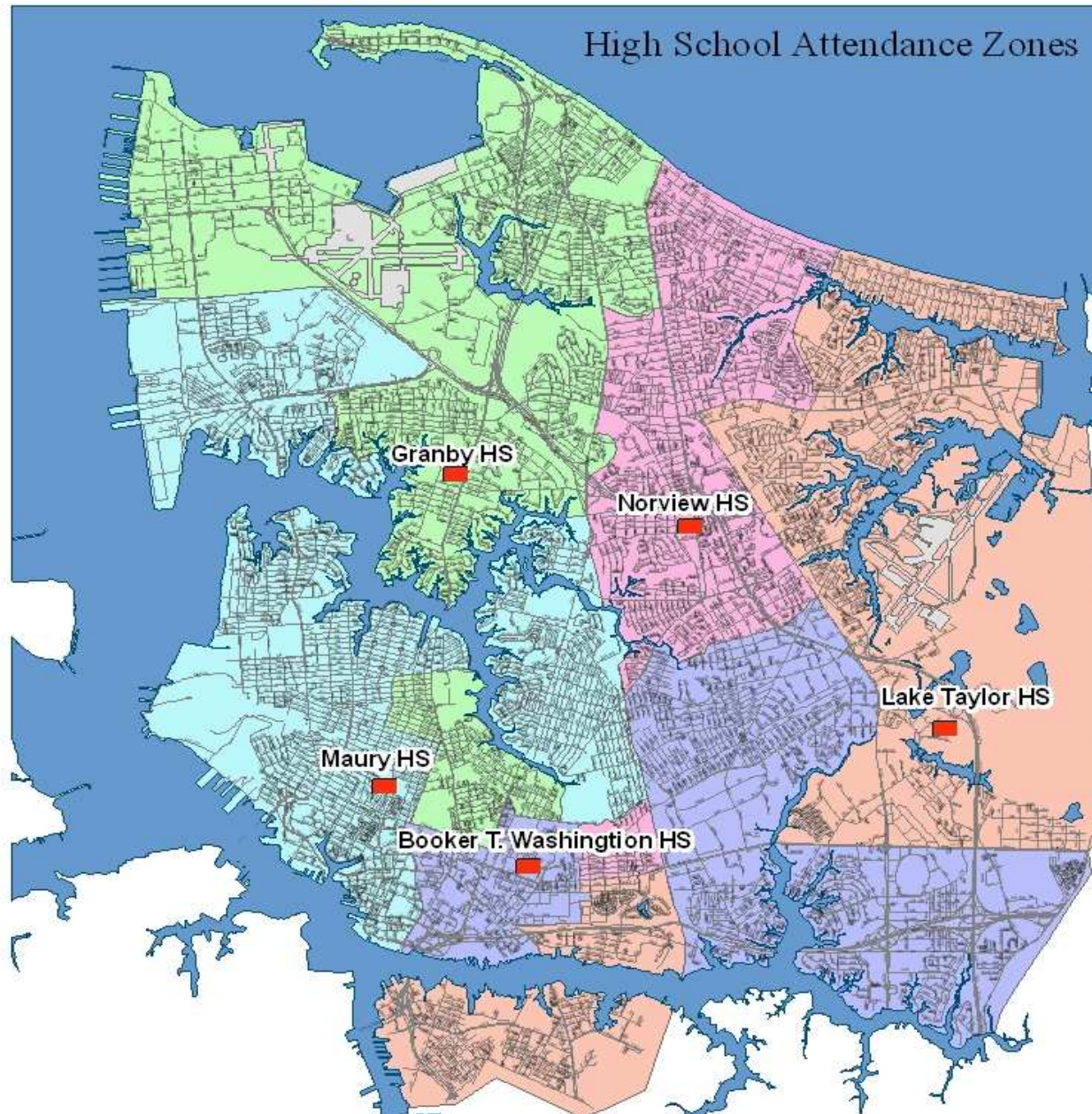
Background on Construction Priority List (con't)

- **June 2011** – Priorities changed
 1. Broad Creek
 2. Campostella
 3. Ocean View
 4. Larchmont
 5. Tidewater Park (City Council notified by letter)
- **August 2011** – Discussion on Campostella as a K-8...data requested
- **October 2011** – Administration presentation on K-8 model

Background on Construction Priority List (con't)

- **October 2011** – Joint Meeting of School Board/City Council – shared priority list from June Meeting
- **November 2011** – Community meeting at Campostella
- **December 2011** – SB votes to construct Campostella as K-8 & to place a K-8 in each HS attendance zone

High School Attendance Zones



Background on Construction Priority List (con't)

- **January 2012** - Update to City Council – advised revised priority
 1. Campostella
 2. Broad Creek
 3. Ocean View
 4. Larchmont
- **April 2012** – SB resolution on land transfer for school in Broad Creek area
- **May 2012** – Unsolicited PPEA proposal received

Background on Construction Priority List (con't)

- July 2012 – SB authorized administration to proceed w/ design on Campostella as K-8 – remove from PPEA consideration
- August 2012 – RFP issued for Campostella K-8...13 proposals received
- August 2012 – Discussion on \$44m construction allocation

Background on Construction Priority List (con't)

- [September 2012](#) – SB votes to construct Campostella & Broad Creek simultaneously as K-5/PK-5 w/ option to expand to K/PK-8
- [October 2012](#) – SB rejects unsolicited PPEA proposal
- [October 2012](#) – SB delays authorization to issue RFP for design of Campostella & Broad Creek schools as K-5

Research Overview

- National research links K-8 grade configuration to academic success and improvement in on-time graduation rate

Findings

Florida Public Schools

- Study of urban, rural, suburban K-8 Schools throughout the state finds that moving to a middle school in grade 6 or 7 causes a substantial drop in student test scores as compared to the achievement level of those who remained in K-8 schools.
- Data on state math and reading test scores for grades 3-10 for 2001-2009 years were analyzed. The study revealed that students moving from elementary to middle school have a substantial decrease in student achievement in the transition year through grade 10.
- Middle school entry increases student absences and is associated with higher grade 10 dropout rates.

New York Findings

- Study was a comprehensive analysis of 10 years of data from New York City and findings prove that middle-school students experience a substantial achievement decline compared to K-8 peers.
- Achievement data revealed that test scores of students who entered stand-alone middle schools experience significant drops in their math and English scores on standardized tests compared to their K-8 counterparts
- At the middle school, there was roughly a 20 to 25 percent achievement gap between poor and non-poor students (for students receiving free/reduced lunch) in New York City (as compared to K-8 setting).

North Carolina Findings

- Study examined if placing sixth graders in middle schools rather than elementary schools had an impact on behavior and academic performance. The study compared data on appx. 40,000 sixth graders attending a middle school and appx. 5,000 sixth graders attending an elementary school.
- Students who transition from a K-5 setting into a middle school are much more likely to be cited for discipline problems.
- Results proved that students who attend the traditional K-5 school and transition into the traditional middle school experience a 1–3 % decline in on-time graduation rates

The Baltimore Study

Baltimore City Schools, Division of Research, Evaluation, and Accountability. (2001). An examination of K–5, 6–8 versus K–8 grade configurations. Baltimore: Author.

- Researchers conducted a longitudinal study of two cohorts of students: 2,464 students who attended K–5 schools and then went on to middle schools, and 407 students who attended K–8 schools (Baltimore City Schools, 2001).
- Findings suggest that students in K–8 schools scored much higher than their middle school counterparts on standardized achievement measures in reading, language arts, and math.
- Students in K–8 schools were also more likely to pass the required state tests in math.
- More than 70 percent of K–8 students were admitted into Baltimore's most competitive high schools, compared with only 54 percent of students from the traditional middle schools (Baltimore City Schools, 2001).

The Philadelphia Study

Offenberg, R. M. (2001). The efficacy of Philadelphia's K-to-8 schools compared to middle grades schools. Middle School Journal, 32(4), 23–29.

- Philadelphia examined the achievement of students in K–8 or traditional middle schools as they progressed into high school to determine whether academic gains or losses from either model were sustained over time.
- Researchers analyzed achievement data from approximately 40 K–8 schools and 40 middle schools.
- The analysis showed that students in K–8 schools had higher academic achievement than those in traditional middle schools and surpassed those of middle school students in reading and science, ...with statistically higher gains in math.
- 11% more students from K–8 schools were accepted into the most challenging high schools. Moreover, once in high school, the grade point averages of students who had attended K–8 schools were higher than those of former middle school students.

Potential Construction Timelines

Timeline for Campostella as K-8 STEM/Swim

- 13 proposals in hand since 8/23/12
- Award contract by end of 2012
- Design 9-12 months (September-December, 2013)
- Demo building - summer 2013
- Move students - September 2013
- Start Construction - April 2014
- Open for Students - September 2015

Timeline for Campostella

K-8 -STEM/SWIM

Broad Creek-Area School

Pre-K – 5 IB – Math & Science

w/Option to Expand to Grade 8

- Issue RFP within 2 weeks
- Award contract for A/E January 2013
- Design 12 months (complete January 2014)
- Demo building - summer 2013
- Move Campostella students September 2013
- Start Construction - April 2014
- Open for students - September 2015

Implications for Ocean View

- Requires funding details from City
- Ocean View will be K-5 (PKs to Willoughby)
 - Build on site
 - Total time from advertising for A/E to construction completion – 30-36 months

Implications for Larchmont

- Requires funding details from City
- Larchmont will be PK-5
 - Build on site
 - Total time from advertising for A/E to construction completion – 30-36 months

SCHOOL CONSTRUCTION PRIORITY



ASSUMPTIONS

- COSTS DEPICTED ARE ESTIMATES & IN TODAY'S DOLLARS
- COSTS DEPICTED ARE TOTAL PROJECT COST (INCLUDING FFE)
- ALL BUILDINGS WILL BE NEW CONSTRUCTION - EXCEPT OCEAN VIEW (RENOVATION/ADDITION)

** DECISION PENDING ON K-5 vs K-8

Revised 10/24/2011



Questions and Discussion

